

COMMUNICATION APPREHENSION OF STUDENTS DURING PRESENTATION



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By:

MAULIANA PUTRI AGUSTIN

L100154015

**COMMUNICATION SCIENCE PROGRAMS
FACULTY OF COMMUNICATION AND INFORMATICS
UNIVERSITY OF MUHAMMADIYAH SURAKARTA**

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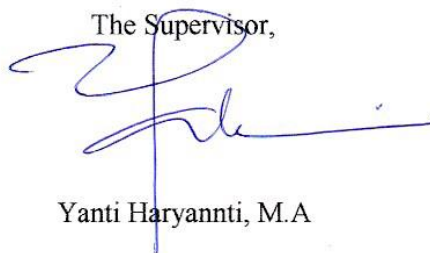
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by:

MAULIANA PUTRI AGUSTIN
L100 154 015

Has been reviewed and approved to be tested by:

The Supervisor,



Yanti Haryannti, M.A

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COMMUNICATION APPREHENSION OF STUDENTS DURING
PRESENTATION

BY
MAULIANA PUTRI AGUSTIN
L100154015

Has been maintained in front of the Examiner's Board
Communication And Informatics Faculty
Muhammadiyah University Of Surakarta
On Januari, 21th 2020
and declared eligible

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L 100 154 015

COMMUNICATION APPREHENSION OF STUDENTS DURING PRESENTATION

Abstrak

Fenomena kecemasan komunikasi yang dialami oleh mahasiswa program internasional dan double degree Ilmu Komunikasi UMS saat melakukan presentasi pada dasarnya hanyalah sebuah prasangka yang muncul dari dalam diri mereka sendiri. Mereka selalu berpikiran secara berlebihan tentang respon yang akan orang lain berikan terhadap dirinya, pola pikir yang negatif itulah yang kemudian menimbulkan stres dan memunculkan kecemasan. Untuk itu, tujuan dari penelitian ini adalah menganalisis kecemasan komunikasi mahasiswa saat melakukan presentasi menggunakan bahasa Inggris. Penelitian ini merupakan penelitian yang menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara mendalam. Responden berjumlah delapan orang yang dipilih dengan menggunakan teknik purposive sampling. Kesimpulan yang dapat diambil adalah responden mengalami kecemasan komunikasi dalam situasi komunikasi tertentu (generalized-Context Communication Apprehension) dan juga saat menghadapi orang atau kelompok tertentu (audience based communication apprehension).

Kata Kunci: kecemasan komunikasi, presentasi, context-based, audience-based

Abstract

The phenomenon of communication Apprehension experienced by international program students and the UMS Communication Science double degree when making presentations is basically just a prejudice that appears from their own selves. They always thought excessively about the response that others will give to them, that negative mindset is then causes stress and raises apprehension. For this reason, the purpose of this study is to analyze student communication apprehension when making presentations in English. This research used a qualitative descriptive approach. Data collection techniques used in this study were in-depth interviews. Eight respondents were selected using a purposive sampling technique. The conclusion that can be drawn is that respondents experience communication apprehension in certain communication situations (generalized-context communication apprehension) and also when dealing with certain people or groups (audience based communication apprehension).

Keywords: communication apprehension, presentation, audience-based, context-based

1. INTRODUCTION

Student is a term for someone who is studying at a university, whether in a university, institute or academy. Being a student is a pride for someone. However, the responsibilities assumed will be greater than those of high school students. For instance, a student is required to be more active in the lecture process. Student who

are active , critical, and creative can support the comprehension and the mastery of the lecturing material; therefore, the objectives of the learning process can be achieved (Ririn, Asmidir, Marjohan et al. 2013).

However, it seems this such a difficult thing to do by some international students and double degree communication science study program at Muhammadiyah University of Surakarta (UMS). That is occurred because the lecture using english in the class. As the position of English is a foreign language in Indonesia, some of them have low ability in English. It certainly will be a very significant obstacle for them in following the lecture process. However, the learning process using English is certainly not easy. English, which is a foreign language, will certainly cause barriers for students who do not have sufficient ability. These obstacles can be in the form of lack of confidence in students which then makes them become less participating during the lecturing process. Hasan (in Megawati, 2016) mentioned that the difficulty faced by many English students was the lack of understanding of English pronunciation uttered at normal speed through listening material.

Then, in addition to being required to be active in the lecture process, students are also required to be more independent, both in exploring information and in developing their abilities. For example, as a driving force, students are required to be more courageous to speak out and also express their aspirations and new ideas for the progress of the nation. This means that students are required to speak well not only in the lecture process, but also need to have the skills to speak in front of the public as the provision or qualification to the society living (Muslimin, 2013).

This is certainly not something that can be done easily, especially for students who have just entered the tertiary level. To get accustomed to this, the tertiary institution also uses several methods so that students have sufficient ability to speak in public. Because basically, the ability to speak in public is needed for every occupation, especially to improve careers in each individu. One of the methods used by universities to increase self-confidence and also the ability to speak in public is to give a presentation in the lecture process. This is as revealed by Riani & Rozali

(2014) stating that the task of presentation is one of communication forms that leads students to be able to communicate in public to express their ideas.

Presentation is the process of transferring information, ideas, emotions and so on by using symbols, words, images, graphics, numbers, etc. from a speaker to an audience with a specific purpose (Hernawati & Amin, 2017). Through presentation assignment, lecturers can assess students both cognitive, affective and psychomotor. Those aspects range from work assessment, outcome assessment, speaking skills, and ability to answer questions to student behavior during presentations. However, students often feel anxious to express their thoughts verbally. This condition is characterized by fear in showing performance and interactional situations with others. These conditions have an impact on the quality of life of individuals, affecting social functions and relationships with their communities (Wahyuni, 2014). Apprehension feeling while talking in public in an uncomfortable and unpleasant feeling it can generate scared feelings to talk, have speech, or just telling opinion in public both personal or group, it has the impact that the messages can't be delivered perfectly (Kholisin, 2014).

Public speaking as well as presentations made by students in front of the class certainly involves many aspects, such as the level of confidence students have, the mastery of the material to be presented, to the ability and experience of students in public speaking. However, to meet all aspects needed to achieve a successful presentation is certainly not easy. especially when you have to make a presentation using English as is done by international program students and UMS communication double degree. For those who have low English skills, making presentations using English will certainly be a terrible threat. This is as explained by Jones (in Rachmijati Anggraeni &, 2017) stating that many people are afraid to make mistakes (pronouncing sentences incorrectly) and fear that they will become a mockery of their friends who see them not fully mastered English..

For them, the presentation using English is a big challenge because of their inadequate abilities. The lack of ability will then lead to uncertainty in themselves. So, during the presentation took place, they can't convey the message (presentation material properly), this will then become obstacles in communication. Apprehension

will then cause other problems such as obstruction of their self-development process. If students not capable to make good presentations, they certainly will not get maximum marks. In addition, if this continues, students will not be able to develop the potential within themselves and their abilities will never be enough. In the specific case, apprehension in a foreign language classroom brings a negative academic, cognitive and social effect of learning (Jin & Dewaele, 2018).

2. METHOD

In this study, researchers will use descriptive qualitative methods to describe the types of communication apprehension experienced by informants. Where Nazir (2011) explains that the descriptive method is a method of examining the status of a human group, a subject, a set of conditions, a system of thought or class of events at the present time. The purpose of this descriptive research is to make a systematic description, picture or painting and the relationship between the phenomena investigated. Descriptive method was chosen because the research conducted was related to current events and related to current conditions. Yusuf (2014) has explained that the main characteristic of descriptive research that can distinguish it from other studies is that this research is intended to describe situations or events precisely and accurately, not to look for cause and effect relationships, and this research focuses more on solving existing problems in the present or the actual and meaningful problem.

The purpose of qualitative research is to capture the deepest meaning of an event, symptom, fact, event, reality or problem and not to study or prove the existence of a causal connection and the correlation of a problem. Bachri (2010) explained that based on the objectives that will be achieved, the researcher will use data collection instruments in accordance with his objectives. In this study, researchers have determined the purpose of the research, there are to reveal what kind of communication apprehension experienced by international program students and the double degree study program of public communication science when making presentations using English in class.

After setting goals is clear, the next step is to determine the sample that will be used as a resource in research. Therefore, in this research, researcher chooses the informants using purposive sampling. the determine informants that used is by taking several people who were chosen according to the specific characteristics owned by the informant (Ilker, Musa, & Sunusi, 2016). In this case, the informant's criteria are as follows: 1) the students of international programs UMS communication studies from the year of entering 2015 to 2018, 2) experienced communication apprehension when making presentations using English in class, 3) willing to be interviewed, and 4) not feeling objected when his voice was recorded during the interview. As mentioned above, the researchers chose informants who had apprehension when making presentations using English in class. This is known from the researcher's experience when he was in the same class as the informant and was also strengthened by the results of the pre-research interview. Polkihong (in Creswell 2007) mentioned that research is better using 5-25 subjects that have experience related to the research theme. For this condition, The subject used in this research were 8 students of the international and double degree program UMS especially from Communication Study Program from the year of 2015 to 2018, they are: 1) INA (2015), 2) PDS (2015), 3) RU (2016), 4) IFS (2016), 5) AK (2017), 6) LDP (2017), 7) NH 2018) and 8) JAT (2018).

Then, the researcher will be at the data collection stage where the research data collected in the form of voice recording. In general, qualitative research will use interview and observation techniques, not surveys or distributing questionnaires like quantitative research. In this study, researchers will conduct in-depth interviews as data collection techniques. Taylor & Bogdan (in Agusta, 2003) explained that in-depth interviews are a meeting between the researcher and the research subject, in order to understand the research subject's view of his life, experience, or social situation expressed in his own language. The interview is conducted in a semi-structured interview. Manzilati (2010) explained that semi-structured interview is an interview conducted by preparing a number of questions but it can make adjustments to questions during the interview process. In the interview, besides using a voice recorder, the researcher also noted the important things conveyed by the informant in

the notebook that has been prepared. While secondary data obtained from the results of observations and literature studies relating to the problem examined.

After the data are collected, the next step that must be taken by a researcher is process / analyze the data. Qualitative research methods turn data into findings because there is no formula or measurement tool to determine validity and reliability. In qualitative research there are no absolute rules, it's just that we are required to make it the best possible by using the mind fully. Data analysis here means systematically arranging the results of interviews and observations, interpreting them and producing a thought, opinion, theory or new idea. In this study, researchers will conduct data analysis using the Miles & Huberman model. Sutopo (2002) quotes from Miles Huberman (1984) which states that there are three main components that must be truly understood by researchers, namely (1) data reduction, (2) data display, and (3) decision making or verification.

2.1 Data Reduction

Data reduction is the first component in the analysis which is the process of selecting, focusing, simplifying and abstracting the available data. With this data reduction, qualitative data can be simplified and transformed in various ways, such as rigorous selection, summary, and grouping in one broad pattern. The researcher in reducing the data focuses on the results of the interview which are related to the research theme. In this study, data reduction starts from the interview process begins. The researcher made field notes during the interview and continued by making interview transcripts. After transcription is complete, researchers begin to focus on important data that will be used in this study, such as the experience of communication apprehension they experience. Researchers then classify the data based on the causes of the emergence of communication apprehension they experience.

2.2 Data Display

Data display is a description of the detailed conditions for telling and answering each problem in research. This aims to facilitate understanding of the description of phenomena that exist in the object of research. The preparation of data presentations

in this study is presented in the form of narratives, which are systematic stories with researchers' edits so that their meaning is more clearly understood.

2.3 Drawing Conclusions

Data collected since the beginning of the study is actually already a conclusion. However, at first the conclusion was not clear yet and still temporary. Until finally the unclear conclusions through data analysis turned into conclusions that already have a strong foundation. In drawing final conclusions in this study, in order to avoid subjective elements, researchers develop intersubjectivity through discussions with other researchers.

Validity is a procedure of checking the accuracy of research data by applying certain procedures (Creswell, 2015). In this research, the validity test is using member check. Member check is a procedure of checking data obtained by researchers through informants. The purpose of member check is to find out how far the data that obtained is suitable with what is provided by the data provider or informant (Sugiyono, 2012). The researcher checks the final report or specific descriptions or themes to participants so they can check whether what the researcher is doing is accurate (Sugiyono, 2012). Member check is done by giving the results of interviews in the form of verbatim to the informants to check whether the contents of verbatim are suitable with the data that provided by informants to the researcher.

3. RESULT AND DISCUSSION

3.1 Result

The findings of this research will be explained and analyzed with the main theme is the communication type performed by international program and double degree students in doing presentations by using English in class. Therefore, the experience of communication discussion that examines this phenomenon lies in the context of presentation using English in class. Data analysis conducted by the researcher in this study is by comprehending McCroskey's understanding of communication theory. McCroskey (1984) in his book stated that communication is divided into four types, namely the nature of communication, understanding of context-based

communication, understanding of audience-based communication and understanding of situational context..

In this study, the researcher found that from the four types of communication apprehension, there were only two types of communication apprehension that occurred in international program and double degree students when doing presentations using English in the classroom, namely context-based communication apprehension and audience-based communication apprehension. Five of the eight informants in this study experienced communication apprehension in terms of context-based communication apprehension, while three of eight informants experienced communication apprehension in terms of audience-based communication apprehension.

Traitlike communication apprehension is a communication apprehension that occurs in various communication contexts such as interpersonal communication, group/organizational communication, political communication and public communication. In everyday life, we actually rarely encounter people who experience communication apprehension in all situations, because basically the lowest level of communication is interpersonal communication. It is impossible to see someone feeling apprehension when communicating with parents, family or close friends. In this research, there were no informants experiencing this type of apprehension because the researcher had focused the research theme on the field of presentation in the classroom only. However, even so, from the results of interviews that have been conducted, despite experiencing apprehension when speaking in public, at least they can establish good interpersonal communication.

Besides traitlike communication, situational communication also does not occur in international program and double degree Communication Science students at Surakarta Muhammadiyah University when doing presentations using English in class. Situational communication apprehension is a type of apprehension that arises when someone gets unusual attention when communicating with other people or groups. The example is a student might not feel apprehension when meeting a lecturer to collect their assignments. However, the student then feels anxious when suddenly the lecturer tells the student to meet him at the office after class. This can

happen because the student feels an unusual situation. In this research, the informants did not feel anxious because basically there was no extraordinary attention when they made presentation using English in class. This is because all students in the class will make the same presentation and when they become the audience, they and their friends actually do not pay attention clearly on friends who are presenting in front of the class.

3.2 Context-based Communication Apprehension

Generalized-context Communication Apprehension is an apprehension that may arise in certain situations, such as someone who is anxious when speaking in public, or vice versa; someone who feels anxious when communicating interpersonally, and so forth. This is as explained by Amiri & Puteh (2018) generally, the communication situation that causes communication apprehension is when doing public speaking, meetings, class presentations, small groups to interpersonal communication. In this research, the researcher will make context in communication apprehension when speaking in class in the form of presentation.

Presentations made by international program and double degree Communication Science students at Surakarta Muhammadiyah University generally use English, both individual and group presentations. Making a presentation using English seems make them feel anxious. In this study, the researcher found that five of eight subjects experienced apprehension only in certain situations, specifically when speaking in public, i.e. when doing presentation. As revealed by Susanti & Supriyantini (2013), it is stated that one of the situations that can lead to fear and failure is when students are required to presentations which result in increased apprehension in students.

“ Soalnya aku tu nggak pernah ngomong didepan orang banyak, trus pakenya bahasa inggris lagi ” – NH

“ Presentasinya kan pake bahasa inggris ya, aku mikirnya mereka paham nggak sih sama yang aku omongin, mereka bisa ngerti nggak sih, gitu ” – INA

The communication apprehension experienced by the informants is certainly not a disadvantage, especially when the presentation is included in the assessment percentage. Whereas McCroskey (in Byers & Weber, 1995) states that speaking apprehension produces a negative influence on the economic, academic, political and social life of individuals. From the interview script above, it appears that both

informants, NH and INA, stated that they are lack of English language skill. This is in accordance with the statement of Horwitz, Horwitz and Cope (1986) where he mentioned that performing in a language class (using a foreign language) can cause higher stress compared to other subjects.

Although both informants NH and INA claimed to feel apprehension when doing presentation because of their low English language abilities, informants NS and JAT actually felt that the problem was not important. They claimed they were more worried because they faced the lecturer and their classmates, as in the following interview excerpt.

“.... soalnya hampir nggak pernah sih ngomong didepan orang banyak, jadi begitu di kelas harus presentasi jadi risih gitu diliatin temen-temen sekelas, trus ada dosen juga” – JAT

“ bahasa inggrisku sebenarnya ya nggak bagus-bagus banget sih mbak tapi aku cemasnya karena kalo presentasi dikelas kan ada dosen, takut kalo presentasinya ga maksimal trus nilainya juga dikit.” – NS

Communication anxiety experienced by JAT and NS shows that they experience communication apprehension more because they have to deal with friends and lecturers concerned. Even though their English skills are small, they claim to be more apprehension when commented by lecturers in front of their peers.

In addition, the lack of ability to use English is also an important factor in the emergence of apprehension felt by the subjects. The subjects felt their lack of ability made them lose their confidence. This is obtained from the results of interviews and observations conducted by the researcher in which the subjects' performance when delivering presentations in Indonesian and English was different. The subjects felt inferior when they have delivered their presentations in English because they realized that they did not master that foreign language. Even though they had prepared presentation materials and have even practiced as best and as maximal as possible, in fact when they started to deliver the presentation in front of the class, they still could not give the presentation to the maximum they expected.

Presentations made by international program and double degree students at Surakarta Muhammadiyah University are divided into two forms, namely individual presentations and group presentations. Individual presentations certainly lead to

greater apprehension compared to group presentations. It is because basically group presentations provide opportunities for students to learn together in small groups and help one another. This is as revealed by Widayanti (2015) explaining that group presentations are useful for training students to take responsibility for their own learning, and to educate their peers. However, even though the presentation was done in groups, the informants apparently still felt apprehension during the presentation.

“.... jadi kalo pas dapet temen sekelompok lebih pinter ngomongnya, jadi makin grogi akunya” – PDS

“ Enggak enak nya ya kalo dibanding-bandingin sama temen kelompok yang lebih pinter” – NH

The two informants above seem have the same view on group presentations, where both PDS and NH felt anxious if they were seen worse than their peers in one group. This shows that any form of presentation will cause apprehension for the informants.

3.3 Audience-Based Communication Apprehension

Audience-based communication apprehension is a type of communication apprehension that appears, depending on who is being faced or who is being interlocutors. It is appropriate with the explanation by McCroskey (1984) that said the individual or a group can influence to emerge from apprehension and worry feeling in communication for some people especially when they did not have similarities with the group, for example an employee who is anxious when dealing with the boss or a man who is dealing with the parents of the lover. This is certainly natural, because basically someone will always want to be judged well by anyone. Therefore, when communicating someone continues to think whether what they say is true or false so that it will have fatal consequences.

“ kalo kelasnya digabung atau ada orang selain temen-temen dikelas, misal di mata kuliah pilihan yang kelasnya digabung sama regular atau kalau ada kating yang gabung kelas gitu biasanya aku cemas mbak.” – LDP

“ dikelasku tu kaya dibagi jadi dua geng gitu, dan aku nggak masuk ke dua-duanya, jadi aku kaya nggak ada support gitu dari temen-temen....” – IFS

From the interview section above, it appears that information from the LDP and IFS informants can make presentations well when in the presence of friends who are already known or are quite familiar. Apprehension that arises when meeting a new person or a new group is natural if the apprehension can be organized properly. However, when apprehension can not be overcome, of course it will be very detrimental. In general, for informants who are annoyed when making a presentation in front of the class, they tend to be awkward in other situations when dealing with the lecturer, such as asking questions, or answering lecturers' questions. This is in accordance with Ningsih's statement (2017) which states that in a foreign language class, students who are worried do not want to speak in front of others and they tend to wait until the end, when there is something they want to ask they will not raise their hands and hope that someone else will raise your hand and ask that question.

However, besides being awkward with classmate and also foreigners as expressed by the two informants above, the researcher also found that there were informants who were also anxious because of the lecturer who taught the course.

“Kalo presentasi dikelas gitu suka cemas, soalnya kan ada dosen juga, tapi nggak semua sih Mbak, Cuma beberapa dosen aja. Ya yang udah terkenal di komunikasi lah pokoknya...” – AK

“aku cemasnya sama dosen yang suka banding-bandingin mahasiswanya gitu, ya walaupun enggak secara langsung sih, misal kaya ‘nah gini ya kalo presentasi’. Jadi kaya waktu aku mau maju presentasi bakal minder karena sadar kelompokku nggak sebagus mereka, dari situ aja udah down gitu” – LDP

The apprehension felt by the AK and LDP refers to the type of performance apprehension where someone will be very afraid of failure. However, in higher education, a lecturer has an important role in the development of the students. As revealed by Awaludin (2016), it is stated that a lecturer as educators at tertiary education is a group of employees who occupy certain mission positions in developing human resources. With this great responsibility, a lecturer should motivate students to become more enthusiastic in developing themselves. In addition, a lecturer must be careful in choosing the words that will be conveyed to students.

Therefore, the students are not mistaken and feel anxious about the lecturer's words as in the case experienced by LDP.

Ningsih (2017) also explains that anxious and nervous students often make unrealistic demands on themselves and feel that when they are not as good as others is a failure. From the findings explained above, some informants tend to feel uncomfortable when they have to make a presentation in front of others, not only because they are reluctant but also because they feel inferior to their abilities compared to their friends. This condition is not influenced by one's ability or self-concept but by the person's prejudice to the response that will be given by others to him.

3.4 Discussion

Based on McCroskey's theory discussed earlier, communication apprehension is a feeling of fear and apprehension when having to communicate with others. Because the informants in this study were students, the researcher focused on the context of the presentation in front of the class. According to McCroskey, communication apprehension can be categorized to four types, namely traitlike communication apprehension, context-based communication apprehension, audience-based communication apprehension and situational communication apprehension. However, not all of the four types of communication can be applied in this study. From the data analysis, the researcher divided the informants into two types of communication apprehension, namely the context-based type and audience-based communication apprehension.

Context based audience is a communication apprehension that arises in several communication contexts. In this study, four informants experienced communication apprehension when making class presentations, which caused apprehension among others was due to the lack of experience speaking in front of many people and the lack of English skills. While audience based communication is communication apprehension that arises when it is uncomfortable with the audience at hand. In this study, four informants were afraid to make a presentation in front of the class because they had to speak in front of their friends and lecturers. The

informant feels fear when making a mistake in his presentation and being laughed at by his friends or lecturers.

4. CLOSING

The results of this study indicate that all informants experienced apprehension in making presentations using English in class. In this study, the type of apprehension most experienced by informants was Audience-based Communication Apprehension, which consisted of four out of eight informants. Basically, apprehension that appears coupled with other factors is believed to be low self efficacy so that he feels worse than his friends. Then, generalized context-based communication apprehension is the second most common reason after audience-based communication apprehension in which three informants experience communication apprehension only when in a particular situation, that is, during a presentation.

However, from the four types of communication apprehension it seems that only the two types of apprehension above were experienced by eight informants in this study. The rest, no one experienced a traitlike communication apprehension and situational communication apprehension. however, as a result of this apprehension, the informant could not do the presentation work properly.

This research has been tried and carried out as best as possible in accordance with scientific procedures, however, the researcher realizes that there are still many limitations in this study, including; 1) this study only addresses one aspect of communication apprehension, namely the type of communication apprehension experienced by international program and double degree students of Surakarta Muhammadiyah University when making presentations using English in class, 2) communication apprehension theory generally uses quantitative method. Very few studies using qualitative method makes the researcher difficult to find relevant research references, and 3) the scope of this research is very small, that is only when doing presentations in class.

The next researchers who are interested in examining about communication apprehension in students should add other aspects of communication apprehension, because the aspects discussed in this study are very few, so that the next studies can add other aspects to be investigated like other aspects related to communication

apprehension so that it can provide a broader picture of communication apprehension. Then, the scope of this research is very narrow, so for further research, it is expected to expand the scope such as when interacting with classmates, when interacting with friends outside the classroom and even outside campus. It is expected that in future research to use other subjects such as using students from other study programs/universities.

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